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ABSTRACT

The growth of senior level directors, coordinators, and supervisors in special education in Wisconsin is reviewed; also reviewed are the qualities of such personnel and the nature of the supervisory-administrative function. Guidelines delineate administrative, supervisory-consultative, and coordinative functions. The role and function of regional administrators is further specified. Appendixes list general and special education administration references, professional journal references, and publications of the Division for Handicapped Children. Also appended are a CEC reprint on professional standards, guidelines for state support programs, and policies fcr certification and licensure. (JD)

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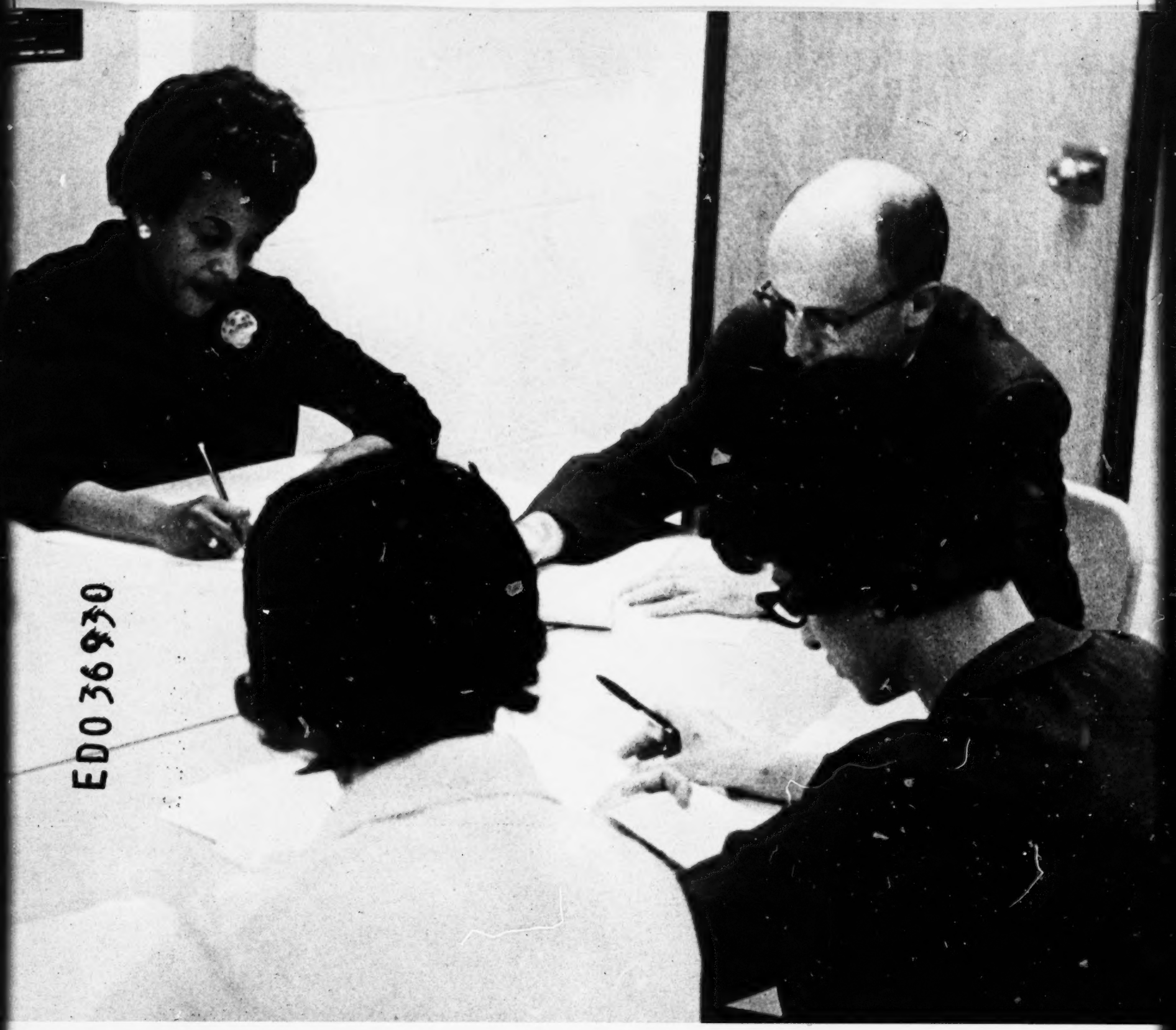

Guidelines for Wisconsin's Directors, Coordinators and Supervisors of Special Education

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Wisconsin Department of Public Instruction / William C. Kahl / Superintendent
Division for Handicapped Children / John W. Melcher / Assistant Superintendent

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Sponsorship

This project represents a cooperative effort between Local School Districts, County Handicapped Children's Education Boards, Cooperative Educational Service Agencies and the Division for Handicapped Children, Wisconsin Department of Public Instruction.

Acknowledgments*

Wisconsin can be proud of its growing numbers of progressive leadership personnel in special education. This publication reflects the willingness of a representative group of distinguished local administrators to conceptualize their role and function as local and regional directors and as coordinators of special education. They have given unselfishly of their time to develop a handbook designed to assist new leadership personnel as they assume administrative and supervisory positions in local school districts, on county handicapped boards and in CESA agencies. They are to be commended for these efforts.

Dr. Kenneth R. Blessing, Primary Author
Dr. George H. Stockton, Madison, Committee Chairman

Local Representatives

Dr. George H. Stockton, Chairman
J. Cornell Johnson, Beloit
Robert Malsch, West Bend
Dr. Daniel Mathias, Green Bay
Robert Rucks, Fond du Lac

Regional Representatives

Douglas McGarvie, Chairman, Waukesha County
Dorothy Balliet, Columbia County
Michael Kies, CESA No. 19
Otto Neuman, CESA No. 3
Harvey Raasoch, Dane County

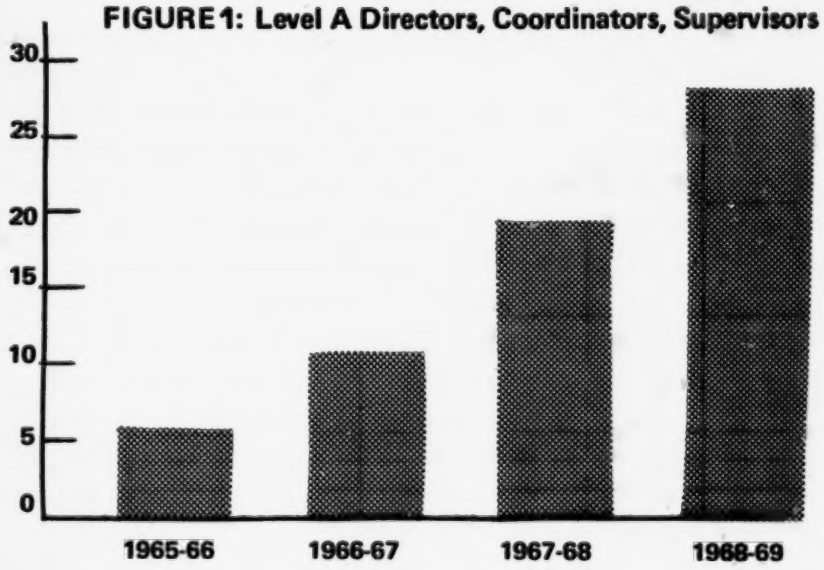
*The conferences leading to the development of these administrative guidelines and the handbook itself were financed under Special Institute Funds granted to the Division for Handicapped Children by the U.S. Office of Education under provisions of Public Law 88-164.

The Background

Historic and far reaching legislation was approved with only one dissenting vote by the 1965 Wisconsin legislature who permitted the state educational agency to support 70% of the salaries of full-time senior level directors, coordinators and supervisors of special education. At the same time the state agency developed certification standards for the licensure of senior (Level A) and junior (Level B) leadership personnel stipulating that as of September 1, 1966 all persons holding administrative positions in special education would be required to complete at least the Level B training requirements. Program criteria were also established for school districts, County Handicapped Children's Education Boards (CHCEB) and Cooperative Educational Services Agencies seeking state support of Level A personnel. These certification standards and program guidelines are delineated in some detail in Appendix F.

During the 1965-66 school year, the first year of the enabling legislation, 6 full-time personnel were funded under the legislative provisions. By the 1968-69 school year, there were at least 28 Level A directors, coordinators and supervisors employed in school districts, CHCEB'S and CESA'S. Figure 1 reflects the growth of senior level leadership personnel during the brief period of the enabling legislation.

FIGURE 1: Level A Directors, Coordinators, Supervisors



In addition to the senior level personnel, there were 21 special education administrators and supervisors holding Level B licensure and another 23 program administrators who qualified under the grandfather clause of the provisions or who were functioning only in a part-time capacity. Obviously the legislative support given to the concept of special education administration has already had considerable impact in Wisconsin. Special education has been provided visibility and its own qualified, experienced leaders under this program.

The placement of qualified leadership personnel in each large urban district with sufficient special education services to warrant state support and in each CHCEB and CESA has been one of the Handicapped Children's Services Division's long-range goals. This objective has been part of each state biennial narrative and budget request since 1965-66 and has also been one of the major objectives of the state plan for Title VI submitted to the U.S. Office of Education. The Division is thus committed to the premise that provision of full-time leadership personnel at the local and regional levels with state funding support is one of the more effective strategies for furthering program growth of special education in Wisconsin.

The following guideline is based upon a format developed by Dr. Ken Blessing, Director of the Bureau for Special Education, Handicapped Children's Services Division, Wisconsin Department of Public Instruction. It is a first draft outline of the implications facing the special education administrator in his attempt to develop the ultimate in special education services. It represents a beginning.

An Overview

The function of the special education administrator or supervisor is to bring forth achievement thru a diversity of human effort. Since special education itself is one of the most diverse fields of human endeavor, sound administration of the multi-faceted programs for the handicapped is both an art and a science. It is a science in that it requires the optimum utilization of both human and physical resources, the following of a systematic and methodical program, the testing of theory and structure against facts and the changing of theory and structure when and where the facts warrant. It is an art in its demand for individual insight, creativity and innovation and in the sense that highly important skills and abilities can be learned only in the crucible of experience and not from administration courses or textbooks. The special education administrator cannot be a specialist in a single field of endeavor nor a genius isolated from the mainstream of thought and practice; such individuals often cannot function as administrators. What is needed are people who have been endowed with a first class mind, who have a wide range of experience and knowledge in all facets of special education and who have that recognized ability to function as natural leaders.

Although it is impossible to precisely define the characteristics of a good leader because the qualities tend to change with the situation, a number of general characteristics come to mind.

A good leader

Has a high capacity to receive, digest and consider both written and spoken factual information; discriminates between the relevant and irrelevant and possesses insight into the precise dimensions of the issues at hand; can define, structure and effectually implement realistic short and long term goals; and is constantly willing to experiment with new methods and techniques and admit when he is wrong.

Knows how to hire staff and make staff assignments; has the ability to delegate authority and responsibility and acknowledge a job well performed; can communicate with others and is sensitive to their feelings and thoughts; maintains high staff morale and productivity by mixing the right amounts of leadership, staff freedom and experimentation and staff participation in policy making decisions; and has a highly developed capacity to question and understand the staff as well as himself.

No one is an expert in all of these characteristics, but a dedicated administrator is always aware of the need for continue improvement and achievement; he must always be cognizant of what he should be accomplishing whether or not he is accomplishing it. The impulsive deciders, the procrastinators or those habitually changing their minds or unable to decide are the world's worst administrators. Accepting the wide range and complexity of problems presented by handicapped children, no one should enter special education administration without being willing to put forth the effort needed to meet the challenge of special education. And they must accept the inevitable fact that they can never give or achieve as much as they would like to nor be paid as much as they are truly worth.

Nature of the Supervisory-Administrative Function

New Leadership Role

In recent years a tremendous responsibility has been placed upon the entire field of education. For those working with handicapped children and youth, the explosion of knowledge and the advancement of technology has, in many respects, only amplified the problems. Special education is essentially in its infancy and, like all infants, it has grown rapidly at the expense of coordination.

Even more recent is the discipline of special education administration. As a professional discipline, the development of services for those in need has often been the result of aggressive action on the part of a few parents and educators alike. As we move out of the infancy stage toward one of maturity, we become increasingly aware of the need for coordination. The special education administrator, like the children he represents, must not be apart from but rather a part of general education. Our society is closely examining all facets of the educational endeavor and we will need to prove that our services are economically realistic, purposeful and successful. Our leadership responsibility to continue advancing the technology of our profession will become more and more burdensome unless we develop some means of becoming more efficient in our professional endeavors. For those of us in Wisconsin, the resources are at hand. Our goal is to build and implement together the finest special education program conceivable at our present level of understanding and competence.

Evolving Role and Function

The role of the special education administrator will vary from school system to school system, thus making it essential that guidelines be developed that will permit a more uniform type of service for all children, regardless of the district they live in. No administrator is the ideal man for the job; his position and responsibilities will vary from day to day and from year to year. Leadership promotes a never-ending process of change, but not always for the good of those involved. It is the ever evolving change of role and function that quickly identifies the poor leader who cannot direct change toward the good of those he serves. Good leadership must not reflect an over-concern for the future nor reflect total disregard for the past; a good leader capitalizes on all events both good and bad. It is essential, however, that the special education administrator have a few rules to help him play the game. This guideline should be of some help in delineating his role and function.

Team and Individual Functions

The special education administrator and supervisory staff must be totally aware of the necessity for teamwork and for the pooling of professional resources to produce better service. If it is the feeling of any one specific group that they are capable of making a larger contribution toward meeting our educational responsibility to society, then it must be quickly and quietly dispelled. There are no second teams in our profession and the special education leadership must encourage and maintain this attitude in practice.

An important concept to remember is that in actual practice leadership belongs to those who have already proven their ability to do the job. No one does it alone. Promoting a particular discipline is not wrong, but it should never be promoted at the expense of another discipline.

Not all people can effectively work together as a team, yet they may demonstrate considerable ability in situations where they can function as individuals. It is the administrator and/or supervisor who must be constantly aware of the individual differences among his staff, including himself, so that staff assignments capitalize on strengths and minimize weaknesses.

The role of all staff, either working together or individually, should be perfectly explicit to allow and encourage personal freedom and operation within the limits of their capabilities.

ADMINISTRATIVE FUNCTIONS

Policy Development

The role of the special education administrator in policy development involves the following functions:

survey and evaluate existing policy. . .identify policy needs. . .formulate proposed policy. . .establish tentative policy. . .test for workability. . .staff involvement in policy considerations and decision making. . .delegate responsibility. . .obtain approval for full or partial implementation

This process should, of course, be a coordinative one involving those directly and indirectly affected.

Establishing a Special Education Program

The role of the special education administrator in terms of establishing desired services must involve the following scope and sequence:

- - identify need by identifying children thru a good referral system;
- - develop a comprehensive school census;
- - evaluate existing resources, budget,staff, facilities;
- - develop plan of action including review and research of similar services, clearly identifying methodology, guidelines, techniques, etc.;
- - establish criteria for eligibility-educational, medical, psychological, etc.;
- - determine additional needs beyond available resources, short range goals, long range goals, solicit support from parents, community groups, internal public school staff, principals, other administrators, professional staff, etc.;
- - assign a priority or target date;
- - process for approval (Division for Handicapped Children, Board of Education, etc.);
- - implement;
- - include evaluation as an ongoing ingredient constantly modifying and improving service.

Referral, Examination, Placement and Dismissal

Pupil referrals are an integral part of a good organization if they are treated like other records. They should be accepted on an oral basis only if the person taking the information accepts the responsibility to record the information accurately. This necessitates the need for a form and format that is logical, efficient and effective. Also involved might be the development of a card system providing acceptance of the referral *for consideration* with re-referral to the appropriate service discipline, (a fixed point of referral). This process would include the recording of name, familial data, referral source, age, sex, school date of referral, problem, etc. In addition there should be anecdotal provision on the card for the second aspect, action taken, including such information as assignment to a team member for implementation, case study entries, referral for psychological evaluation, etc. The third portion of the entry should provide for the supervisor's recommendation for an acceptance or denial of service after reviewing the case, information on the parent conference, etc. The fourth and final area should provide for the special education administrator's decision regarding the staff recommendations and placement designation.

Thus, it seems that any good referral system, like a job description, should spell out and provide for a logical scope and sequence, clearly delineating function and responsibilities at a minimum of expense or staff time.

All records should eventually be stored on data storage tapes and good planning and implementation should employ procedures advocated and employed by larger school systems, the Department of Public Instruction or industry.

Maintaining Staff Morale

Special education administrators should develop, through job descriptions, a complete understanding of job tasks, authority and program responsibilities. Administrators should delegate responsibilities and duties and respect and defend staff decisions and actions even when they may be in conflict with their own.

Special education administrators should support:

innovative changes. . . program modifications. . . pilot and demonstration programs. . . provide supervisory or consul-

tative services. . . constructive criticisms. . . foster good lines of communication. . . provide opportunities for professional growth. . . promote inservice meetings and continuing education (local, state, national). . . encourage visiting days with staff expenses provided for. . . provide an opportunity for sharing ideas, complaints, etc.

Establishing Communication Between Staff Members and Disciplines

The special education administrators must always provide opportunities and processes for communication. This may be accomplished by utilization of newsletters, special bulletins, conferences, special staffings, etc. It is his responsibility to initiate and encourage continued easy communication and interdisciplinary interaction. A Special Education Advisory Council of representatives of all civic groups--PTA, League of Women Voters, Community Welfare Council and parent organizations who are interested in developing better community services for handicapped children--should be established in each local district or region. Experience with this approach suggests that it is probably one of the most successful means of harnessing energies and promoting community support for program development and extension. A similar interdisciplinary council of representatives from the professional ranks is advisable, e.g., institutions of higher learning, Division for Handicapped Children's Services consultant, local special education director, special education supervisors, general administrators, building principals, school psychologists, school social workers, therapists, reading consultants, nursing, medicine, etc.

Evaluation of Teaching Personnel

In general, the building principal and the special education director/supervisor should evaluate the teacher. The teacher should also make a self-evaluation. This should be a continuing process with concentrated emphasis upon the evaluation of teachers during their probationary periods. Evaluation may be accomplished early in the school term by having the teacher initially evaluate herself with a semi-structured teacher improvement work sheet. Subsequent evaluations should be conducted jointly with her building principal as well as with the special education administrator or supervisor. Prior to the issuance of a contract, a final appraisal and recommendation should be made to the Superintendent. Teacher-learner interaction analysis is another approach for providing feedback information to the beginning and experienced teacher on his or her teaching practices.

Personnel who have completed the probationary period are on an ongoing evaluation. Upon severance of employment the administrator should again evaluate the departing staff member and decide whether the person is re-employable.

Evaluation of Specific Program

In order to assure a continuously effective program, the special education administrator must evaluate precisely and objectively the program and staff of his department. His background and training in the various areas of exceptionality provide him with the needed prerequisites and make him the logical choice for the task. By regular and intensive evaluation of all aspects of the program, maximum efficiency of personnel and equipment may be maintained or achieved.

Assisting the Discipline to Become an Integrai Part of the Total School Program

The philosophy of integration of special education students into general school programs must be supported actively wherever feasible by the special education administrator. He has a major responsibility to help develop this philosophy of equal opportunity for educational experiences by developing within the school district an attitude conducive to total acceptance of both the students and the program within the normal school setting wherever feasible.

Of prime importance is the recognition that the need to tailor or recommend an educational prescription for the handicapped also necessitates a similar consideration of the disciplinary techniques to be utilized. The general assumption that all pupils need the same discipline is as erroneous as implying that they all need the same curriculum.

Role in Records and Accounting

The special education administrator is responsible for the development and maintenance of an effective and efficient recording and accounting system. Important and relevant program components include:

referral procedures. . .record keeping. . .school census (particularly as it relates to the handicapped). . . maintenance and development of policies and procedures. . .development of forms. . .provision of system for dispensation of records and information

Relationships to Other Administrative Heads

It is of paramount importance that good working relationships be established between the administrators of special education and general program personnel such as directors of instructional services, curriculum consultants, secondary or elementary program consultants. Most special education units are administratively housed with pupil services, yet their basic objectives are instructional in nature. To achieve successful integration of handicapped pupils within the mainstream of general education, special education must be perceived as being basically an educational and curricular process. This concept is especially relevant in considering newer programming strategies such as resource rooms, crisis programs and itinerant teaching approaches.

Certain categories of handicapped pupils have low prevalence rates requiring shared or regional programming approaches. Similarly rural areas with limited pupil populations require multi-district and regional programming ventures. Establishment of the Cooperative Educational Service Agency concept and the County Handicapped Children's Educational Boards has permitted Wisconsin to move forward on a regional planning and implementation basis. Obviously "people" facilitate shared and cooperative approaches; therefore it is essential that the administrators of special education establish and maintain close collaborative working relationships with regional administrators in CESA and CHCEB agencies.

Supervisory-Consultative Functions

Preservice Orientation and Training

The special education administrator, by continually evaluating the work of the professional staff under his supervision, can fulfill his responsibilities for inservice training and foster professional growth. This may be done by stimulating staff to constantly improve their instructional techniques, attitudes and professional objectives thru classroom visitations, individual conferences, staff meetings and regularly scheduled inservice training programs.

The special education administrator has the responsibility to inform his staff of changes in policies and procedures necessary for effective operation of services and programs.

Fostering of Professional Growth

Because of his professional training and experience, the special education administrator will be in a position to provide guidance, support and resources to both the inexperienced and the newly-assigned experienced teacher. After the new teacher is assigned, the special education administrator has a major responsibility to provide supplementary and orienting information as to teaching techniques, information about particular local programs, schedules and community facilities related to the particular area of exceptionality.

Resource Consultant

The particular knowledge, skills and experiences of the special education administrator enable him to fill a role as a resource consultant to the special education classroom teacher, administrators and other professional personnel of the school district and various community agencies. These competencies make him capable of interpreting current research and applying these findings to create meaningful changes in curriculum and methods of instruction. He also has the responsibility to promote an academic climate conducive to experimentation and change based on the evolving knowledge of the field.

Maintaining Staff Morale

As long as society depends upon production, staff morale will continue to be of prime importance. The special education supervisor must constantly be alert to the sensitivities and capabilities of the staff. While job descriptions are of considerable help in delineating and defining role and responsibilities, it is even more important if the supervisor tailors the task to the individual staff member. For too long we have intensively considered the individual differences among our professional staff.

Staff morale can best be maintained if the following factors are considered:

a full understanding of duties and responsibilities;

encourage innovative changes and program modifications;

foster good lines of communication;

provide opportunity for professional growth.

Staff morale is assured if the supervisor functions as a good administrator.

Fostering Research, Pilot and Demonstration Projects

The special education administrator is in excellent position to initiate research, pilot and demonstration projects. One reason for this favorable position is that there are numerous pupils

under his jurisdiction who have learning disabilities and adjustment problems. Many require special techniques and methodologies which will demonstrate to educators ways and means of improving cognitive learning skills, the acquisition of facts and the ability to solve problems. The small groups of children in the various special programs afford opportunities to try different approaches under well-controlled situations. The dissemination of the results of research by this administrator should further develop understanding and appreciation for the ultimate value and utilization of research findings. With Titles I, III and VI of the Elementary and Secondary Education Act of 1965, the administrator has the potential available for innovation, program modification, piloting and evaluation.

Development and Dissemination of Materials

The special education administrator has the responsibility to develop:

instructional materials. . .samples for display. . .brochures and pamphlets. . .press releases . . .descriptive guides of the special techniques, materials and equipment used. . .means for soliciting information speakers' bureau (parents, teachers, children, administrators); provide means of evaluating materials, policy, etc., and provide means for improving his public information and dissemination techniques.

Relationships to Other Resource Consultants

In order to maximize the effectiveness and efficiency of all available resources, the special education administrator should initiate working relationships with agencies and resource persons outside the school system such as medical, guidance, welfare, rehabilitative and university personnel. These relationships will enable all concerned to utilize their professional skills to the best advantage. It is of the utmost importance that coordination and cooperation between services and agencies be established. Duplication and overlaps should be eliminated wherever possible.

Coordinative Functions

Working with Community Agencies

A good administrator is a good planner. To use a simple analogy, a good home is constructed by using a diversity of skilled people and materials. The coordination of construction must be done by a leader who is able to recognize the importance of each contributor and the need for coordination of effort. Each contributor must also be keenly aware of the appropriate time his work is needed. Coordinating the functions of a special education staff is very much like the analogy of good home construction.

Common sense has been defined as "making the right decision at the right time." However, we know from experience that effective coordination isn't that simple a process. Working with other leadership, instructional and supportive personnel outside of our own discipline can be somewhat taxing. It is a problem best met by exposure and by attentive observation and listening. This problem cannot be solved by an administrator who is afraid to venture forth and actively work towards becoming a team member.

Working with Personnel Outside Our Discipline

Like the necessity of working with other leadership and instructional personnel, the administrator must work closely with related community agencies and resources. Administrators must become as exposed to these community services and personnel as they are to their own special education services and staff.

Development of short, descriptive brochures can become effective substitutes for actual exposure but there is no better relationship than one developed on a personal basis. Exposure can be facilitated by actively serving on community boards or committees where the administrator shows that he is willing to assist, take part and show an interest in their programs. These community agencies can, in turn, become resources to assist administrators in the development of their public school services and programs. Development of all available resources will enable the community to provide a full continuum of services that few communities presently enjoy.

Working with State Groups

By developing awareness of the roles on the state and local levels, the special educational administrator can most effectively establish the proper working relationship with the various state agencies. He should serve as a liaison between the local system and the state educational agency relating to all areas of special education. He will interpret to the state personnel the philosophy, policies and problems of the local community or region. Thru careful maintenance of records and adherence to state procedures and policies, he will be able to prepare the reports required by the various state agencies.

Working with Federal Groups

Federal intervention on the special education scene requires that the special education administrator familiarize himself with the state staff responsible for administering the various federal programs, with the available federal resources and with the respective program guidelines in this area. Opportunities for procuring additional federal support monies to assist state and local funding should be explored with the respective state field consultants and the federal program administrators, since federally funded services are intended to be an integral and supplementary aspect of the ongoing special education program.

Regional Directors, Coordinators and Supervisors

Introduction

Basically, the role and function of regional administrators of special education is similar to those described in the previous section. However, the roles and responsibilities of persons in charge of special education programs at the regional level reflect some differences and variances as well. This is largely due to the variety of organizational and administrative frameworks in operation throughout the state particularly those under the aegis of the County Handicapped Children's Education Boards and the Cooperative Educational Service Agencies.

The County Handicapped Children's Education Board requires a director who can deal with budgets, transportation, teacher recruitment, psychological evaluations, classroom supervision, referrals and placements and curriculum development. In other words, at the present time, the total program is under this single person unless he is fortunate enough to have additional empiric supervisors on his staff.

In the case of a special education supervisor employed under a CESA or as a regional consultant, the role is primarily supervisory and consultative. Administrative duties such as budgets, recruitment and transportation are assumed by a general administrator.

Preparation

The special education administrator-supervisor has formal preparation in the area of special education with a major in some specific field of exceptionality. Classroom experience in some area of special education is essential. A broad experiential knowledge and background in various aspects of special education are needed. Senior level directors, coordinators and supervisors when employed on a full-time basis have their salaries reimbursed by the state at 70%. All leadership personnel assuming positions as directors, coordinators and supervisors must hold at least Level B licensure. Details of certification standards may be found in Appendix F.

This educational leader must be able to gain the respect of teachers and school administrators. He must be able to deal with parents effectively using firmness and understanding. Specific talents for leadership, scholarship and good judgement are required.

Administrative-Supervisory Function

ADMINISTRATIVE FUNCTIONS

1. Role in policy development. Many times the special education leader must take the initiative in policy development. Because of the relative newness of programs, ability to organize is important. Policies and procedures for establishing programs and for referral and placement are pa. c of this role. There is also a responsibility to insure quality rather than just quantity of services and to use reasonable judgement in the expansion of the program.

2. Role in keeping appropriate records and accounting is important in order to maintain a business like operation and insure a high degree of efficiency.

3. Role in making proper referrals, examinations, placements and dismissals. This entails the supervision of testing and psychological services as this function of pupil services relates to special education. The director is the referral agent and as such is responsible for making such administrative decisions.

4. Role in pupil personnel services. This includes not only the arrangement of transportation, class rosters and family counseling, but the planning of a total program for the student while in school.

5. Role in budgeting includes not only the responsibility to see that enough funds are provided to support the total program, but to work closely with the Division for Handicapped Children's Services in the proper expenditure of funds.

6. Role as administrator and the agent of the board of education. This implies carrying out the mandates of the board and acting in an advisory capacity with the board when necessary.

7. Role as coordinator with other agencies dealing with handicapped children. This entails helping the various school officials to work together and utilizing other services available in the community.

8. Role as recruiter of special education staff. This may include actual hiring of personnel or finding teachers for school districts. This also includes encouraging young, competent persons to enter the field.

9. Role as public relations consultant in the community. This is essential to maintain a high interest in the programs of special education. It may enhance the approval of budgets and win support for increased services.

10. Role as liaison person with universities for research purposes and teacher training. The benefits of these programs are of mutual interest.

11. Role in providing in-service training programs and sessions. This is particularly important with the number of teachers who have minimum or temporary certification.

12. Role in participating in conferences and conclaves. This is essential to deal with the ever growing body of knowledge concerning special education. Thru these give and take meetings, the eventual philosophy and direction for change and improvement are established.

13. Role as coordinator of services to handicapped children. As many agencies contribute to the welfare of these children it is necessary for the special education administrator to work closely with all contributing agencies or parties.

SUPERVISORY FUNCTIONS

1. Classroom supervisor and instructional leader. This may be the type of responsibility that can be delegated to the special supervisors and consultants, but the administrator takes an active part in supervision to maintain rapport with the total staff.

2. Developer of curriculum. This includes producing materials, guides and handbooks. The selection of materials for classroom use and evaluation of materials has a part in this. Evaluation of the program in terms of achievement testing and working with teachers to improve instruction is required.

3. Providing pre-service and in-service training and fostering professional growth.

4. Evaluating teaching personnel. Making recommendations or accepting authority for promotions and dismissals.

5. Promoting innovations in teaching, creative thinking and improved programs. This is a particularly relevant task with the federal government taking more active participation in special education. Being on the leading edge of change implies being alert and responsive to the available resources and opportunities for developing innovative and exemplary pilot and demonstration programs and services.

6. Role in helping teachers help each other and themselves.

A Look to The Future

With the scarcity of qualified directors, coordinators and supervisors of special education, the role of current local and regional personnel has been primarily one of administration. Theirs has been basically the role of an expediter, i.e., arranging transportation routes, ordering supplies, recruiting teachers, etc. As this discipline attains professional maturity in Wisconsin, it is anticipated that additional empiric supervisors or consultants will be added to the central office staff. Role and function emphasis, in turn, should shift to the prime purpose of their existence, that of improving instruction. In the decade ahead greater attention will need to be directed to the roles of in-service and continuing education of staff, upgrading and retooling the competencies of personnel, greater use of resources such as the associate instructional materials centers and the provision of feedback information to teachers on their instructional practices. This evolving role is a challenging one and it is to this end that this initial publication is directed.

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American Journal of Mental Deficiency

American Association on Mental Deficiency, P. O. Box 96, Willimantic, Conn. 06226.

Bureau Memorandum

Division for Handicapped Children's Services, State Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.

Education

4300 West 62nd Street, Indianapolis, Indiana 46206.

Exceptional Children

Council for Exceptional Children, NEA, 1201-16th St., N.W., Washington, D.C. 20036.

Mental Retardation Journal

AAMD Publication Office, 49 Sheridan Ave., Albany, New York 12210.

Phi Delta Kappan

Jules Harcourt, Business Manager, 8th St. and Union Ave., Bloomington, Indiana.

School Life

Government Printing Office, Washington, D.C.

Appendix D - Division for Handicapped Children's Publications

FOR THE MENTALLY RETARDED. . .

3-2 A Developmental Vocabulary Check-list for the Mentally Retarded. 1963. 7 pp. $.50 A basic functional vocabulary list for use in special education classes.

A-4b Readiness Activities for Retarded Children with Emphasis on Perceptual Training. 1957. 20 pp. $.20. A description of activities and techniques for preparing the brain-injured child for an academic program.

8-6 The Rationale Behind Grouping for Instructional Purposes. Revised 1968. 5 pp. $.20. Individual mental development in relation to grouping procedures for instruction-an explanation.

4-10 Revised Bibliography on Mental Retardation. 1964. 50 pp. $.25. A comprehensive list of the major references in the education of the mentally retarded.

A-15a A Potpourri of Ideas for Teachers of the Retarded: Arts and Crafts. Vol. 1. 1959. 74 pp. $.75. A compilation of contributions, suggestions and workshop productions of Wisconsin special class teachers.

2-15b A Potpourri of Ideas for Teachers of the Retarded: Practical Arts. Vol. II. 1962. 86 pp. $1.00. Practical ideas and curricular suggestions for developing social, physical and pre-vocational skills of retarded children.

3-18 Individual Test Interpretation for Teachers of the Mentally Retarded. 1963. 8 pp. $.25. A practical analysis of four commonly administered individual intelligence tests.

3-19 Speech Development and Improvements for the Retarded Child. 1963. 13 pp. $.50. Suggestions for use in speech development and improvement programs for the mentally retarded.

3-20 Developing a Modern Curriculum for Retarded Children Through State-wide Participation. 1963. 10 pp. $.25. A descriptive report of the planning and participation of state and local personnel in preparing a curriculum guide for the educable mentally retarded.

4-21b Primary Level Resource Guide for the EMR. 1964. 162 pp. $1.65. Suggestive resource guide for teachers of the mentally retarded. (two volumes)

7-21c Intermediate Level Resource Guide for the EMR. 1967. 120 pp. $1.00. Suggestive resource guide for intermediate level teachers of the educable mentally retarded.

7-21d Secondary Level Resource Guide for the EMR. 1967. 85 pp. $1.00. Suggestive resource guide for secondary teachers of the educable mentally retarded.

6-22 Trainable Level Resource Guide for the Mentally Retarded. 1966. 126 pp. No Chg. One of the "We Do It This Way" series of suggestive resource guides for teachers of trainable mentally retarded.

4-23 Teacher Suggested Reference for Classroom Aids and Materials. 1964. 18 pp. $.35. References to works that have proven helpful in specific teaching situations in instructing the mentally handicapped.

6-26 Language: A Curriculum Guide for Special Education. 1966. 26 pp. $.50. A vehicle helpful in enriching the linguistic backgrounds of retarded pupils.

7-45 Programming Public School Services for Retarded Children in Wisconsin. 1967. 147 pp. $2.00. Designed to help in the orderly administration of programs for the mentally retarded at the state and local school levels.

7-46 Programming Homebound Services. $.75. Reprint from Bulletin No. 7-45.

7-47 Programming Secondary Level Services $.75. Reprint from Bulletin No. 7-45.

7-48 Programming Elementary Level Services. $.75. Reprint from Bulletin No. 7-45.

7-49 Programming Trainable Level Services. $.75. Reprint from Bulletin No. 7-45.

7-50 Programming Multiple Handicapped Services. $.75. Reprint from Bulletin No. 7-45.

8-52 Work-study Program: A Facet of Special Education for the Mentally Retarded in Wisconsin. 1968 (brochure) General Facts concerning the work-study program for high school age mentally retarded students in Wisconsin.

8-51 Trainable Programs: A Facet of Special Education for the Mentally Retarded in Wisconsin. 1968 (brochure). Provides general information on educating the trainable mentally retarded.

FOR THE CHILD WITH A SPEECH OR HEARING IMPAIRMENT...

A-33 Speech and Hearing Services. 1955. 47 pp. $.50. A pamphlet describing Wisconsin's efforts for children who have speech and/or hearing problems.

A-34 Speech Training for Cleft Palate Children: A Teacher-Parent Guide. 1957. 51 pp. $.50. Suggested methods for handling the problems of cleft palate children.

3-35 Wisconsin Hearing Conservation Program: A Guide for Nurses, Parents, Volunteers. 1968. 9 pp. $.10. A short guide to the Division for Handicapped Children's program to locate and treat children with impaired hearing.

3-36 Suggestions and a General Plan of Therapy for the Hard of Hearing Child. 1963. 76 pp. $1.00. Practical suggestions for speech therapists and others concerned with educating children with a moderate hearing loss.

7-37 A Look at Ten Years of the Education of the Deaf in Wisconsin. 1956-66. 1967. No Chg. A score sheet of Wisconsin's improvements in education of the deaf in the last ten years.

7-44 Please Talk with Me. 1967. 82 pp. No Chg. An interesting narrative guide including illustrations for parents of deaf children.

3-54 Communication Aspects of Hearing Impairments. 1968. Guide for parents and teachers in helping children with hearing losses.

8-55 Assisting the Hearing Impaired in the Classroom. 1968. Suggestions for classroom teaching of normal and hearing impaired children.

FOR THE PHYSICALLY HANDICAPPED CHILD...

A-38 Wisconsin's Program of Homebound Instruction of the Physically Handicapped. 1959, revised 1968. 20 pp. $.20. An informational brochure describing various aspects of instruction of the homebound handicapped.

1-39 Orthopedic Services for Children. 1961, 20 pp. $.35. Describes Wisconsin's services to the orthopedically handicapped.

8-53 Teaching and Training Aids for Orthopedic Schools. 1969. An illustrated booklet containing helpful suggestions for teaching the physically handicapped.

FOR THE CHILD WITH SPECIAL LEARNING DISABILITIES...

4-4a Aids to Motoric and Perceptual Training. 1964. 90 pp. $1.00. A compilation of motoric learning devices for children with perceptual problems.

6-25 A Movigenic Curriculum. 1966. 120 pp. $1.00. The description of an experimental approach to children with special learning disabilities conducted at the Longfellow School, Madison, during the 1964-65 school year.

GENERAL INFORMATION FROM BHC...

5-31 School Psychologists and School Social Workers, 1965. 5 pp. $.10. A brochure describing the functions and duties of the school social workers and psychologists.

7-43 Exceptional Children...Careers in Special Education. 1967. 15 pp. No Chg. A promotional handbook describing the educational needs of exceptional children and the services required to meet those needs.

8a-51 BHC. 1967. 14 pp.
An informative brochure describing the medical services available from state and federal agencies to handicapped children.

8-57 School Census-A Means for Identifying Handicapped Children. 1968. Two articles on school census techniques for identifying Handicapped Children.

These publications may be obtained by specifying the bulletin number, enclosing a check or district purchase order, and returning to: Publications Order Service, 126 Langdon Street, Madison, Wisconsin 53702.

Appendix E - Reprint from the CEC on Professional Standards

(From CEC's 1966 Monograph-Professional Standards for Personnel in the Education of Exceptional Children)

Administration and Supervision

The superintendent of schools is the chief administrative officer of a school district. He is responsible for providing appropriate learning experiences for all the children of the school district, including those with additional or variant educational needs. In small school districts, the superintendent may of necessity assume responsibility for directing the special education program. As the size of the district increases and the special education program becomes increasingly complex, it usually becomes necessary to delegate authority and responsibility for this aspect of the school program. This extension of the superintendency is then charged with the identification of unusual learning needs of children and the initiation and expansion of the necessary special education services.

The organizational structure for the administration of special education varies in school systems throughout the United States. There seems to be no single pattern which has emerged out of these organizational arrangements. In the past, persons

designated to direct the programs of special education have been assigned different titles. These have included such titles as the director or supervisor of special education, coordinator of special education, consultant for special education and assistant superintendent in charge of special education.

Special education has a jurisdictional responsibility for both elementary and secondary instructional programs. In addition, it often includes aspects of special services and district-wide operational as well as consultative responsibilities. The person who heads special education within the school system should have sufficient authority to carry out all of the responsibilities encompassed in the line and staff functions outlined later in this statement. This means that he should be at such an administrative level as to have opportunity to influence policies and develop the procedures by which progress can be carried forward. He should have access to and be able to utilize the full range of school services. Furthermore, it is imperative that he be fully prepared as a leader in special education and take the initiative in keeping his knowledge and skills upgraded.

The responsibilities of the administrator of special education will vary with the size and type of program. In some cases, the administrator may have total responsibility for the administration and supervision of all of special education. In others, he may be responsible for the administration of special education but may delegate all or part of the responsibilities for supervision. In these instances, persons with only supervisory responsibilities should have the professional competencies required of those in the area(s) served. At the state level, the administrator of special education may have total responsibility for all of special education and in addition may have direct or indirect responsibilities for state operated residential and special day school facilities.

The functions of administrators and supervisors, though complementary, are different. We are just entering a period when recognition is given to the need for specialized preparation of such leadership personnel. The trend is given impetus by increased school district reorganization, new state legislation encouraging the employment of administrative and supervisory personnel, etc. These have increased the need for a definition of separate functions and related competencies of administrative and supervisory personnel in special education, the certification of such separate positions and/ or the accreditation of institutions preparing persons for each of these positions.

Although later it may be possible to differentiate between the specific training requirements of special education administrators and supervisors, this initial effort attempts to foster leadership preparation of value to the individual who has both administrative and supervisory assignments.

Preparation Programs

To solve his problems, the administrator calls upon his knowledge of education, special education, psychology, sociology, political science, economics, the communication skills and other behavior sciences. There is scarcely any field which does not have its point of contact with the school administrator's function.

Since the program of special education is an integral part of the educational effort of the community, the administrator of special education must have completed such preparation as will give him a broad background in general education. He must have knowledge of and appreciation for the objectives and operational procedures of the general school program. In addition, he must have such advanced preparation as will equip him to meet the educational and other school related needs of children with communication disorders with special learning needs, children with behavioral disorders and to meet newly emerging educational needs of children and youth.

The administrator must acquire the knowledge and skill necessary to carry out the various functions described in the succeeding section. It will be necessary to organize some of the content included in the various areas of professional competence into formal coursework. However, the nature of much of the content is such that it will be essential to utilize problem solving seminars, using simulated situations and materials and actual problem solving situations through practicum and internships. While the introduction to content in such areas as developing a research climate, redirecting pressures toward positive action, public relations, etc., may be included in coursework, the strengthening of these understandings will come through seminars, practicum, internships, reports and professional writings, conferences and committee responsibilities.

Broad practical experiences should be included in preparation in view of the differing responsibilities of administrators of special education as related to the size of the school system, the stage of development of the special education program, the changing role of the administrator of special education, whether employment is at the state or local level, etc. Since such experiences may be provided during the practicum and internship periods, it becomes important to distribute them at the state, county and local levels of school organization.

It is suggested that the preparation program be not less than six years. The institution offering specialized professional preparation in this area should have the program necessary to provide the competencies specified in this statement.

Additional consideration of preparation in this area is found in Chapter 12, Doctoral Programs in Special Education.

Major Areas of Professional Competence

To determine the content which should be included in a program for the preparation of administrators and supervisors of special education, two approaches were combined. First, the major administrative and supervisory functions necessary for the effective operation of special education programs at either the state or local level were identified. Second, the major areas of knowledge necessary to carry out these basic functions were considered.

The following outline presents the resulting 15 areas of knowledge and the various administrative and supervisory functions which are dependent upon these knowledges. The quality of leadership which implies creative effort as well as efficient performance of routine activities should be demonstrated in these functions. It is recognized that this is not an exhaustive listing of either areas of knowledge or functions.

The 15 areas of content are not intended to infer course titles; neither is the outline to be interpreted as a recommendation for the combination of content into course organization or sequence.

1. Understanding of Total Educational Process

a. Provide leadership and develop working relationships between regular and special education personnel
b. Philosophy
(1) Develop a statement of philosophy which reflects the needs of exceptional children and is consistent with that of the total school system and acceptable to the community.
(2) Promote understanding and acceptance of this philosophy in the school and community.
c. Provide for the continuous assessment of the special education needs of the pupil population and supply this information to administrative officers for program planning and budgetary purposes
d. Policies and procedures
(1) Develop policies and procedures which reflect the philosophy.
(2) Continually evaluate and modify policies and procedures based on new knowledge and changing needs.
e. Participate as a member of the total school system
f. Represent employer at various meetings

2. Knowledge of School Organization and Administrative Practices

a. Provide for effective organization and administration of special education programs within and among school districts, including cooperative arrangements and residential programs where indicated
b. Determine class size and case load
c. Develop schedules for special educational personnel
d. Employ sound personnel and office management principles with professional or nonprofessional persons
e. Insure effective staff utilization
f. Develop procedures for selection and inventory of books, equipment, supplies and other instructional materials
g. Develop appropriate record and report forms
h. Prepare reports to superintendent, board of education and others
i. Develop appropriate publications, brochures and other materials

3. Knowledge of Various Administrative Provisions

a. Provide for continuing placement, replacement and dismissal
b. Provide for ancillary services
c. Provide for adequate guidance, placement and follow-up services
d. Assess transportation needs
e. Determine best transportation means
f. Arrange appropriate transportation schedules
g. Provide necessary personnel to insure safety of children

4. Knowledge of Fiscal Procedures

a. Maintain inventories
b. Prepare budgets with supportive data
c. Develop and process forms and reports
d. Administer local budget
e. Administer state reimbursement program
f. Administer federally funded programs

5. Knowledge of Curriculum Development and Methodology

a. Provide for appropriate methodology of teaching various exceptional children
b. Develop appropriate curriculum guides, courses of instruction and methods
c. Plan for continuous evaluation of and experimentation with curriculum and methodology
d. Develop publications, brochures and other materials
e. Utilize appropriate resource and consultant help

6. Knowledge of Supervisory Practices and Theory and Techniques of Staff Development

a. Identify needs for and conduct inservice training
b. Develop channels of communication (for example, staff meetings, individual conferences, "brain storming sessions" and seminars)
c. Make recommendations on groups and organization for instruction
d. Provide for the improvement of instruction thru classroom visitation and consultative services to personnel
e. Develop appropriate publications, brochures and other materials
f. Develop and implement a state plan for federal programs for preparation of professional personnel

7. Knowledge of Psychoeducational and Other Diagnostic Procedures

a. Develop procedures for identifying children for program
b. Determine eligibility
c. Evaluate pupil progress
d. Refer to appropriate agencies

e. Interpret medical, psychological and other reports
f. Develop appropriate publications, brochures and other materials
g. Maintain appropriate pupil records
h. Assist other personnel (teachers, principals, etc.) in techniques for the identification of children with special needs

8. Knowledge of Personnel Practices

a. Plan for recruitment, placement and transfer of teachers
b. Assist in evaluating personnel
c. Identify persons for promotion possibilities
d. Provide consultative service on personnel problems
e. Build staff morale
f. Maintain personnel records

9. Knowledge and Utilization of Community Organizations and Resources

a. Refer to appropriate agencies
b. Coordinate relationships between special education programs and other related agencies
c. Encourage and assist cooperative planning and development of centers for preparation of special education personnel

10. Ability to Identify, Define and Influence the Power Structure Both Inside and Outside Education

a. Knowledge and techniques in directing group thinking and action
b. Establish effective working relationships with the various individuals and groups with consideration for both stated and unstated principles and purposes

11. Knowledge of Public Relations

a. Carry out a continuous program of community education to professional and lay public
b. Develop appropriate publications, brochures and other materials
c. Promote interest and understanding of special education thru speeches, publications, news releases, etc.
d. Establish provision for the interpretation of special programs to parents of exceptional children
e. Establish channels of communication between the school and the home

12. Knowledge of School Law and Legislative Processes and Their Implementation

a. Develop rules and regulations to implement special education legislation
b. Comply with and enforce state standards for program operation and certification
c. Stimulate the development of needed legislation and work toward accomplishment of this legislation
d. Operate programs as set forth by various school laws

13. Knowledge of School Plant Planning and Utilization

a. Plan for initiating and providing appropriate physical environment in coordination with total school program
b. Plan for physical environment and needs of all children and staff

14. Knowledge of Research Techniques and Procedures

a. Possess knowledge and ability to apply current research
b. Conduct and apply the findings of meaningful research and studies
c. Create a research climate
d. Identify sources and requirements for funding and implementation of research projects
e. Cooperate with universities and other research centers

15. Knowledge of Professional Responsibilities to the Field

a. Stimulate interest in special education as a career
b. Work with preparation centers of various personnel in special education by providing practicum experiences (observation, demonstration, participation, student teaching, supervision-administration internship)
c. Hold membership and participate in appropriate professional organizations
d. Stimulate local participation, in partnership with others, in the development of personnel with administrative and supervisory responsibilities
e. Evaluate college and university sequences in the preparation of special education personnel for certification purposes

Appendix F - Guidelines for State Support Programs

Pursuant to Chapter 518, Laws of 1965, and Section 115.80 of the statutes, the Division for Handicapped Children's Services is authorized to reimburse school districts, County Handicapped Children's Education Boards and Cooperative Educational Service Agencies for the services of full-time, Level A supervisors, coordinators and directors of special education programs. The State support program is set at 70% of the approved salaries of the above mentioned personnel providing the following criteria are met.

A. Licensure Criteria:

1. Holds a current license to teach in Wisconsin and has taught a minimum of 3 years in the public schools
2. Is at least 24 years of age and a U.S. citizen
3. Has submitted a physician's statement certifying satisfactory health along with the licensure application
4. Has attained a Sixth Year Specialist's Degree or its equivalent of one year's graduate work in special education beyond the Master's degree. (Minimum of 18 graduate hours in special education). This includes:
   a. Graduate course work in the areas of general curriculum, general supervision, tests and measurements, guidance and child or adolescent development.
   b. Holds an undergraduate or master's degree or certification in one area of exceptionality.
   c. Has completed a minimum of 12 hours of graduate work in other areas of special education outside of the original major and/or certification in 4b.
   d. Has completed a minimum of 6 hours of advanced graduate preparation in the original area of undergraduate or graduate preparation, or certification, in special education in 4b.
   e. Has completed a minimum core of 6 graduate hours from

the following areas: supervision and administration of special education; practicum or internship in the supervision/administration of special education; seminar in the supervision/administration of special education. This 6 hour core may be a part of the 18 hour advanced preparation work in 4c and 4d.

f. Recommendation of competence to serve as a supervisor, coordinator or director of special education from an institution of higher learning with a recognized program sequence in this area. Currently in this state the University of Wisconsin in Madison and the University of Wisconsin-Milwaukee are the two recognized training institutions.

g. Holds a three-year license or life license as a Level A Supervisor, Coordinator or Director of Special Education in Wisconsin.

In addition to meeting the above mentioned licensure criteria, school districts, CHCEB's and CESA's applying for state support for these kinds of special education leadership personnel must meet the following program criteria.

B. Program Criteria:

1. A Director of Special Education is an administrator of special education qualified to direct and be responsible for the administration, supervision and coordination of the overall program for exceptional children and youth within the district, the county or the CESA area applying for state support.

a. In Wisconsin, this title should be applied only to personnel responsible for the supervision and coordination of the work of two or more special education supervisors responsible for two or more categories of exceptionality.

2. A Coordinator of Special Education is an administrator of special education qualified to direct and be responsible for the administration, supervision and coordination of the broad generic program for exceptional children and youth within the district, the county or the CESA area applying for state support.

a. In Wisconsin, this title should be applied only to personnel responsible for the coordination and supervision of a minimum of 2 categories of exceptionality and at least 20 special education personnel.[1] To be eligible for state support for a second Coordinator of Special Education, 3 to 4 categories of exceptionality and a minimum of 55 special educators are required.

3. A Supervisor of Special Education is a staff member responsible for overseeing a specific category of special education and is primarily concerned with the improvement of instruction in that category. Supervisors of special education shall be qualified to organize, administer and coordinate specific programs for handicapped children and youth.

[1] This includes physical therapists, occupational therapists, handicapped children's aides, homebound instructors and matrons.

a. In Wisconsin, this title should be applied only to personnel responsible for supervision of the following categories and designated minimum number of personnel required for state support.

Category	Minimum Number of Personnel
Mentally Retarded	20
Speech Handicapped	20
Special Learning Disabilities	20*
Emotionally Disturbed	20*
Visually Handicapped	15
Hearing Handicapped	15
Multiple Handicapped	15
Physically Handicapped	15

* Number of personnel may be reduced in the near future

b. Additional supervisors may be supported in the first four categories with the increase of 25 additional personnel. In the remaining four categories, 20 additional personnel are required.

c. A supervisor who holds certification in several categories may be supported if the personnel supervised totals 20 or more. Final decisions in these instances will rest with the Division for Handicapped Children.

C. Salary Criteria:

The basic intent of state legislation in this area was to stimulate school districts to provide qualified, trained and experienced leadership personnel in special education. State support inherent in this sum sufficient appropriation entails obligations of efficient and reasonable disbursement of earmarked funds by the state agency responsible for this program. This obligation further suggests the need for maximum ceilings to be established in recognizing district claims. Establishment of ceilings will prevent unreasonable claims being submitted and in turn will assure the maintenance of staff morale at the local level among personnel in leadership positions in regular and special education.

1. One suggested guideline for setting salary schedules for special education leadership personnel is indicated by reference to the schedules established for comparable positions in general education. It is recommended that salaries paid supervisors of special education be comparable to, but not exceeding those paid general supervisors at the elementary and secondary levels. Similarly, the salaries paid coordinators and/or directors of special education should be comparable to those paid personnel in general education with similar training, responsibilities, functions and work loads.

2. In CESA's and in County Handicapped Children's Education Board programs, boards of control may be guided by reference to district salaries paid leadership personnel in special education. This is especially essential where salary schedules have not been established. Contact with Division personnel is also recommended for information on ongoing salary practices in this area.

3. The State Superintendent reserves the final discretion to set reimbursement ceilings in particular situations which appear inflationary or unreasonable.

Policies for Certification and Licensure

A. Provisional Licensure:

1. Those persons continuing in the leadership position held in 1965-66 and lacking full qualifications for Level B certification will be issued one-year provisional licensure to act in this capacity until they are qualified. This provision took effect as of September 1, 1966.

2. Provisional one-year licensure is renewable upon receipt of transcript evidence that a minimum of 6 hours of academic deficiencies have been removed prior to the commencement of the subsequent school term. No one-year licenses will be renewed unless this evidence has been received in the Certification Section.

3. There are no grandfather clauses, age or experience exemptions included in this new certification and licensure program. This is also true for Level B certification.

4. There is no intent within this new certification program to displace general elementary or secondary supervisors, curriculum coordinators, etc., who may currently be responsible for partial or part-time supervisory or administrative activities in the special education programs of the local areas. However, personnel currently holding the functional title of supervisor, coordinator or director of special education as defined in the Level B Guidelines who do not intend to qualify for licensure, should be provided with another appropriate administrative title if they are to continue to be responsible for part-time supervision of special education programs in addition to other general education duties.

5. After September 1, 1966, only persons qualified for provisional or Level B licensure should be assigned or use the title of Supervisor, Coordinator or Director of Special Education. This policy holds for personnel employed by local boards of education, County Handicapped Children's Education Boards or Cooperative Educational Service Agencies.

B. Level B Licensure:

1. This is the minimum licensure required of all supervisors, coordinators and directors of special education beginning with September 1, 1966. Provisional licensure referred to above is only authorized to permit persons lacking full Level B licensure to qualify for this certification level.

2. Applicants should be guided by the certification standards' sheet in seeking a 3 year or life license at Level B.

3. Life licensure at Level B is obtained upon receipt of transcript evidence of the completion of a minimum of two post-master's degree courses in special education of at least 2 credits each.

4. Life licensure at Level B also requires supportive evidence of successful work in this capacity under 3 year Level B licensure.

5. Persons holding life licensure at Level B may continue to function in this capacity without any further state requirements to meet Level A certification standards. However, no state financial support is permitted on personnel holding this licensure.

6. Building principals responsible for special education are not required to meet Level B licensure. In the few instances where a building principal may also be the director or coordinator of special education, specific decisions will need to be made as to whether these persons will need to qualify for Level B licensure. A general policy to be followed would suggest that if they are a building principal in a school facility housing only special education programs and in addition are functionally responsible for the direction or coordination of the system-wide programs of special education, Level B licensure would be required. On the other hand, if the principalship also includes supervision of regular general education programs, in addition to special education, this principalship should probably be the major designation and Level B licensure would not be required. The requirements of A-5 should also apply in these instances.

C. Level A Licensure:

1. This licensure level represents the highest qualification standards for supervisors, coordinators and directors of special education and is designed to represent senior status in this area.

2. Holders of 3 year or life licensure at Level A who are employed on a full-time basis to supervise, coordinate or direct special education meet the statutory requirements for state support at 70% of the respective salaries providing the Program Criteria as outlined in the guidelines are obtained locally.

3. Applicants should be guided by the certification standards' sheet in seeking a 3 year or life license at Level 3.

4. Life licensure at Level A requires supportive evidence of successful work in this capacity under 3 year level A licensure.

5. Final determination of certification and/or licensure status in provisional, Level B or Level A areas rests with the State Superintendent of Public Instruction and his designated staff.